

# Child Protection Education Stage 3

Curriculum materials to support teaching and learning in Personal Development, Health and Physical Education



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Student Services and Equity Programs Directorate

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# Introduction

Child protection is a sensitive, challenging area for school communities. Because children and young people are relatively powerless in abusive relationships they rely on responsible adults to intervene and to assist them.

The New South Wales Department of Education and Training, as an agency responsible for the care and welfare of students in schools, has a charter to protect the young people in its care from sexual, physical and emotional abuse and neglect, and from improper conduct of a sexual nature.

It is the role of the Department of School Education to:

- provide educational programs in schools in child protection
- protect students in schools from abuse and neglect and to assist in the recognition of suspected child abuse and neglect
- provide ongoing support to students within the normal duties of school staff.

Many schools have already developed child protection curriculum initiatives as part of Personal Development, Health and Physical Education (PDHPE) programs using *Child Protection: Preventing Child Sexual Assault - Curriculum Statement K-12 and Support Materials 1989*, *Early Childhood Curriculum Ideas 1989 (NSW Department of Education)*, *A Fair Go For All (NSW Department of School Education, 1996)* and other child protection resources.

This document, *Child Protection Education*, will assist teachers to implement child protection education within the framework of the NSW Board of Studies *Personal Development, Health and Physical Education (PDHPE) K-6 Syllabus and Support Document*, Formal Consultation Draft (NSW Board of Studies, 1992) syllabus.



# Child protection education

## Aim

Child protection education aims to assist students to develop skills in:

- recognising and responding to unsafe situations
- seeking assistance effectively
- establishing and maintaining non-coercive relationships and strengthening attitudes and values related to equality, respect and responsibility.

## Rationale

Even young children can be taught ways to protect themselves from abuse. They can be 'enlightened without being frightened'. They can be taught to network with trusted adults and to be aware that there are people and services to help them within their community.

In the past, many children and young people have received little or no information about what constitutes abuse or when, how and where abuse occurs. It is important to give students enough information so that, if faced with a situation of potential abuse, they can react quickly and seek protection effectively.

It is important that students learn:

- about feeling safe and their right to be safe
- to recognise appropriate and inappropriate behaviours
- that appropriate touching is an important part of positive relationships
- that they have a right to say NO to a person who touches them inappropriately or threatens their safety
- that it is important to tell trusted adults about such situations
- that they may have to keep on telling people until they are believed
- that help is available to them within their communities.

Acknowledging and addressing the issue of child abuse can help to remove the secrecy that protects the offender and can help prevent the lasting emotional damage caused to the victims by silence.

The approach adopted in these support materials is widely supported by experts in the field of child abuse prevention. According to research (Daro 1993, Briggs and Hawkins 1997) school programs will be most effective if they:

- begin at the point of entry to school
- deal directly with relevant aspects of sexuality
- include practice scenarios dealing appropriately and specifically with child abuse
- enhance students' support systems
- are integrated into ongoing curriculum



- raise awareness that
  - boys too are at risk
  - children are at greater risk of abuse by known, liked and trusted people than strangers
  - adolescents and children can also be abusive
  - tricks and bribes may be used by abusers
  - protective strategies need to be practised as they can be difficult to use in abusive situations.

This approach is firmly grounded in theories of child development. Children and young people are constantly involved in building up their understanding of the world by observing the way that other people deal with situations. This social constructionist perspective is reflected in child protection education through its emphasis on social interactions and its encouragement of the involvement of the school community.



## Scope and sequence

Balanced child protection education incorporates teaching and learning in three broad themes.

### Recognising abuse

Protective skills cannot be used unless children recognise situations of potential abuse or when abuse is occurring. It is important that students develop knowledge and skills, appropriate to their age and stage, about what constitutes abuse.

### Power in relationships

When discussing power in relationships, particular attention is given to building confidence in relationships which are positive and caring. Skills in establishing and maintaining positive relationships, including accepted cultural practices related to caring touch, are reinforced.

### Protective strategies

With knowledge about positive relationships and about child abuse, children can take appropriate actions if they are in threatening situations. When learning about protective strategies, students are given the opportunity to analyse situations, to identify feelings and to explore alternative courses of action and their consequences.

The diagram on the next page outlines the scope and sequence of child protection education from Kindergarten to Year 10. The three themes are divided into specific focus areas appropriate to each stage of learning.

## Child protection education K–10 scope and sequence

THEME	FOCUS AREAS		
	Early Stage 1	Stage 1	Stage 2
1. <b>RECOGNISING ABUSE</b>	Protection Body parts YES and NO feelings  Warning signals Safe and unsafe situations  Touching	Protection Body parts Comfortable and uncomfortable feelings Warning signals Safe and unsafe situations  Kinds of touch	Protection Body parts Feelings and warning signals  Identifying safe and unsafe situations Physical abuse Sexual abuse Effects of abuse
2. <b>POWER IN RELATIONSHIPS</b>	Relationships Trust  Rights and responsibilities	Relationships  Rights and responsibilities Caring for others Privacy	Relationships Bullying Trust  Rights and responsibilities
	Wanted and unwanted touching	Wanted and unwanted touch - permission Unwanted touch - saying NO	Abuse of power Bribes and threats
3. <b>PROTECTIVE STRATEGIES</b>	Safety strategies NO GO TELL Networks	Safety rules Networks	Safety strategies: NO GO TELL Networks
	Standing strong-saying NO	Saying NO Assertiveness	Feel - think - act NO GO-assertiveness
	Prepared to GO	Prepared to GO	NO GO- other strategies
	Happy and unhappy secrets Telling – persistence	Happy and unhappy secrets Telling – persistence	Secrets Skills for telling Seeking help
	My strategies	My strategies	My strategies



Stage 3	Stage 4	Stage 5
Protection Body parts Physical abuse and sexual abuse Emotional abuse and neglect Indicators of risk Identifying risk situations- people and places Effects of abuse	Recognising that sexual, physical and emotional abuse and neglect are detrimental to children and young people and that they need to be protected Feelings and warning signals Violence at home places children at risk of harm	Child abuse: the extent of the problem The effects of abuse Domestic violence Sexual assault
Different types of relationships Expectations of gender roles Personal rights Rights and responsibilities	Sources and types of power in relationships Rights and responsibilities in different relationships	Constructing equal and respectful relationships Rights and responsibilities in sexual relationships
Sources of power Coercion Harassment	Right not to be bullied: responsibility not to bully	Abuse of power: sexual harassment, sexual assault and coercion
NO GO TELL Networks	TRUST, TALK, TAKE CONTROL Networks	TRUST, TALK, TAKE CONTROL Networks
Planning for safety Responding to risk situations	Recognising, assessing and responding to risk situations Reducing the risk Assertiveness	Personal safety strategies Recognising situations where it can be difficult to act
Talking about it Using personal networks Community support  My strategies	School and community support	School support and community support services

# Teaching strategies for child protection education

## Creating the learning environment

Many of the strategies and activities in child protection education can arouse strong feelings in students. Teaching and learning activities are, therefore, designed to emphasise and build on students' strengths and positive feelings, rather than to arouse fear.

An atmosphere of trust needs to be developed if students are being asked to discuss feelings and personal experiences openly. Activities that help the group get to know one another better, develop trust and build communication and cooperation may therefore be needed before implementing specific components of child protection education.

Students need to feel positive about themselves and the activities in which they are participating. They should each feel supported and respected. Teachers can help generate purposeful, respectful discussion and avoid unpleasant experiences for students by:

- establishing and maintaining consistent classroom routines
- establishing and upholding group or class rules
- encouraging discussion and reconciliation if group rules are broken
- expecting and reinforcing positive behaviours
- being patient and persevering through difficult times
- promoting a classroom environment free from harassment
- being consistent when dealing with students
- demonstrating to all students that teachers respect them and care about what happens to them
- modelling expected behaviours, for example, careful and active listening
- acknowledging the strengths and abilities in each student
- affirming diversity in the responses of individual students
- maintaining the expectation that students can choose their own level of personal disclosure in discussion, unless information is too private
- respecting students' right to remain silent.

Teachers need to be sensitive to the fact that students in their class may have experienced abusive situations, directly and indirectly (refer to the booklet *Child Protection: Supporting Students Department of School Education 1997*).



When discussing situations that deal specifically with recognising child abuse it is important that teachers use fictitious examples (such as *What if...?*) and pose questions (such as *Suppose...*) which allow students to consider potentially threatening situations or issues without confrontation or personal involvement.

When students explore consequences of actions it is important to use conditional language such as *...might happen* or *...could happen* to avoid raising anxiety or reinforcing unnecessary fears.

## Unfinished stories

In these support materials unfinished stories and case studies are used for problem solving based on questions such as, “What should this child do?” Unresolved stories involve a child (similar to the students in age and experience) in a potentially threatening situation.

Stories should accurately reflect the relevant characteristics and dynamics of child abuse. They should provide opportunities for students to consider and discuss possible actions the child or young person could take and the implications of those actions. If not provided by students, the teacher should indicate responsible actions which could be taken for safety and acknowledge the difficulty of carrying out many of these actions.

- *Teachers are strongly advised against devising their own*
- *unfinished stories or case studies involving child abuse. It is*
- *important that the names of children in those provided in*
- *these materials are changed if they are the same as*
- *students’ names. Although it is not always possible to know,*
- *abusive situations which are similar to those which have*
- *been experienced by students should not be used.*

## Role plays

Role plays allow interaction between students which requires them to seek solutions to real-life problems within a safe situation. Role plays involve practising communication skills and discovering what works personally for an individual and what does not work. There are many different levels of role play, and an appropriate level needs to be chosen for sensitive situations.

- *Teachers are strongly advised against devising their own*
- *role plays about child sexual abuse. In role plays which*
- *involve other forms of abuse, it is advisable that no student*
- *is placed in the situation of role playing an assault, as either*
- *the victim or the perpetrator.*



## Debriefing

It is also important for teachers to monitor the impact of child protection activities on students.

Debriefing of students may be necessary after activities which could evoke strong emotions, such as discussion of values, personal experiences, unfinished stories or case studies.

Debriefing aims to dissipate the strong feelings a student may experience while discussing or role playing another person, or remembering and relating a past event, and return the student to his or her own identity or present situation. Debriefing students is critical after participation in role plays. The following is an example of debriefing after an activity (a) and after a role play (b):



a) *State that the activity (or lesson) is over and ask students the following:*

- *How do you feel after that activity/ discussion? Is there anything else that you want to say?*
- *Tell the person next to you how you felt when we talked about... Now tell them how you feel about going on the excursion tomorrow.*

b) *State that the role play is finished and ask the role player or players such questions as:*

- *Who are you now?*
- *How did you feel about playing that role? Is there anything else that you want to say?*

After using role play activities the teacher must be alert in case individual students remain affected by their participation in a role play. This is usually demonstrated by withdrawn behaviour, but some students may become restless or aggressive. The teacher needs to ensure that the student receives additional individual debriefing as soon as possible. This may involve asking such questions as:

- *How did you feel about playing that role?*
- *How could we have changed the role play to make it better for you?*
- *What are you doing after school today?*

## Closing the session

It is important to finish each session in a positive way. Teachers must ensure time is allowed for sensitive discussion to be completed before the end of each lesson. Refocussing or relaxation exercises can help release any tensions that may result from discussing sensitive issues. They are also beneficial in refocussing students on a session to follow, reducing behaviour problems and assisting students to think more clearly.

Similarly an active game can help release energy, dispel feelings of discomfort and reinforce positive relationships within the class.

## Talking about sensitive issues

Consideration of personal issues is important for the success of this program, but it may be a delicate area for students experiencing problems. It is important to discourage students' public disclosure of any sensitive personal information which they may later regret. This can be done by gently and tactfully cutting off *specific discussion* and returning to *general* discussion. For example:

*"Sometimes parents may lose their tempers. Let's discuss general situations now, without using any specific names of people we know."*

When sensitive information is disclosed, do not suggest that what the student has said is of no importance. Show respect for any experiences and emotions which students want to share. If you feel the student needs help, you can privately suggest that you would be happy to talk with him or her about the particular situation after the lesson. A referral to the school counsellor or other support person may also be appropriate. When sensitive information is disclosed it is also important to be aware of how other members of the class respond. Strong reactions may occur in other students and support may be required.



## What can I do if a student tells me of abuse?

It is possible that while participating in child protection activities a student will disclose, or start to disclose, experiences of abuse. If this happens in the presence of other class members it is important to use the strategy of *positive interrupting* to interrupt the disclosure and thereby protect the student's privacy. This is done by:

- acknowledging that you have heard the student and stopping him or her from disclosing any further
- being supportive and gently indicating that he or she may want to tell you about it at a later time
- quietly arranging to see the student as soon as possible.

One strategy is to withdraw the student from the group discussion and encourage the student to draw or write about their experience. Invite the student to show you their drawing or writing at the end of the lesson, or at another convenient time that day.

After interrupting a disclosure the teacher should talk individually with the student as soon as possible. The student's drawings or writings (if this strategy is used) may assist in the discussion and could be referred to the school counsellor for further discussion.

Child protection concepts about the right of children to be safe and the importance of talking about children's feelings of being unsafe should be reinforced. Where situations are described which give the teacher reasonable grounds for concern about the safety of a student relating to possible abuse or neglect, these should be reported to the principal for notification. If other concerns arise about a student's safety, they need to be followed up within the established practices in the school.

In cases of sexual abuse it is not easy for children or young people to disclose abuse. It may have been occurring for some time, and strong feelings of shame and helplessness may be present. The student may have been threatened into secrecy and may need repeated assurances that you believe him or her and that it was right to tell you about the abuse.



Sometimes a student will try to elicit a promise that you will keep the secret. If this happens, it is important to be honest with the student and to explain that you have to report the disclosure. All school staff are required to report sexual, physical and emotional abuse and neglect where they have reasonable grounds to suspect it may be experienced by students at the school.

To affirm the supportive role of school staff it can be helpful to explain to the student that you need to seek help from another adult who is experienced in these matters, to help you to help the student.

Teachers from non-Aboriginal backgrounds need to be aware that it is even more difficult for Aboriginal children to disclose to non-Aboriginal people even if trust has been established. It is more likely that an Aboriginal child will disclose to another Aboriginal person such as an Aboriginal teacher or the Aboriginal Education Assistant (AEA).

Similarly, students from non-English speaking backgrounds may disclose to teachers or members of school staff from similar or the same non-English speaking backgrounds. Frequently students disclose to school staff members who are not teachers because they may be seen to be more easily approached.

All staff members must be cognisant of their requirement to report to the school principal, or notify to the Department of Community Services, any disclosures by students as well as any concerns they have formed which relate to suspected child abuse.

Hearing a student's disclosure is often overwhelming and may arouse strong feelings of shock, anger, revulsion, fear, disbelief, helplessness, protectiveness or sadness in the listener. Such feelings are natural but it is important that they are not conveyed to the child and that calm, positive support is given instead.

### **You can help a student making a disclosure by:**

- 9 listening
- 9 saying that you believe what the student has said
- 9 emphasising that, no matter what happened, it was not the student's fault
- 9 doing everything you can to provide help and comfort.

### **You will not be helping the student if you:**

- ( question the student to gain further information when you have reasonable grounds to believe abuse is occurring. (Do not seek details beyond those which the student freely wants to tell you.)
- ( make promises you cannot keep, such as promising that you won't tell anyone or promising the student that the abuse will stop.



## **Who can offer advice and support to me?**

The feelings evoked by dealing with a disclosure need to be acknowledged and dealt with. This is particularly important for those adults who have experienced abuse.

In their role in protecting children it is important that staff “look after themselves” and seek support. It will be hard for staff members to support others appropriately if their own responses are clouded by a build-up of personal reactions. It is important to consider seeking support as part of a natural debriefing process after experiencing a difficult event.

There is a range of sources of advice and support for school staff dealing with issues surrounding child abuse. Sources include:

- the school counsellor, who can advise you about departmental and local community resources
- the staff welfare officer at the district office
- the Employee Assistance Program (EAP)
- sexual abuse counsellors (who can be contacted through major hospitals, sexual assault centres, medical and health centres)
- agencies which offer specialised services for specific groups within their communities.

# Community involvement

Community involvement is fundamental to effective child protection education. Evaluation of child protection programs indicates that where the family has an understanding of the program, students' learning outcomes are improved.

Permission by parents or caregivers is required before students can participate in child protection education and other aspects of PDHPE K– 6 programs which deal with sensitive issues. Active permission must be gained annually.

It is essential to maintain communication between the school and the community in relation to child protection education. The school has a responsibility to inform parents, prior to implementation, of the specific details of the program so that parents have time to exercise their right to withdraw their child from a particular session or sessions.



Decisions about planning and implementing child protection education should be made in consultation with school communities so that PDHPE programs reflect local needs. Letters that will assist teachers to involve their communities have been translated into 20 community languages. Translated notes seeking active permission for students to participate in child protection education are included in the Child Protection 1997 folder sent to schools.

Schools should aim to establish and maintain clear communication with parents, caregivers and community representatives, so that all members of the school community including school staff and students feel safe, comfortable and confident when dealing with child protection issues.



# Child protection within PDHPE

These curriculum materials have been developed to support the implementation of child protection education within school PDHPE programs. The key learning area of PDHPE provides the main curriculum context for teaching and learning about child protection.

A core focus of any PDHPE K-6 program is to provide experiences that develop students' knowledge and understandings, skills and values and attitudes in relation to:

- growth and development
- interpersonal relationships
- personal health choices
- safe living.

Effective PDHPE K-6 programs will assist students to demonstrate an ability to recognise abuse, maintain positive relationships and keep themselves and others safe. These outcomes are consistent with the aims of child protection education.

Child protection education should not be taught as an isolated component. It should be integrated within related content areas in PDHPE, and reinforced by teaching and learning within other learning areas, where appropriate.



## Implementation

It is expected that child protection education will be taught as part of PDHPE programs in each stage.

Decisions about the implementation of child protection teaching and learning activities across the school need to be made to ensure balance, sequencing and comprehensiveness.

## Stage 3

Teachers should select the activities most suitable for their students. Individual students within the group have differing needs and teachers should modify or extend some aspects of suggested activities accordingly.

Students with disabilities, particularly those with verbal or communication disorders, are at much higher risk of all forms of abuse than non-disabled students. It is important that activities be adapted to maximise their participation in child protection activities. Teachers may need to consider using one-to-one withdrawal for preliminary activities or small group activities where there are several students with special needs within the school.

Suggested teaching and learning activities for the three themes within Stage 3 are grouped into a number of focus areas. Components within each focus area include:

- **main ideas** which precede each focus area, summarise the common understanding which students will work towards as they take part in following suggested activities.



Main ideas may be presented to students as a focus for work to follow, they may be incorporated into class displays as an organiser of students' work or they may be recorded in a class book accompanied by examples of students' work, as an overview of child protection concepts.

- **field building activities** which assist in introducing main ideas and ensuring that necessary concepts and understandings are established. These may be implemented with the whole class or with groups of students.
- **core learning activities** which are specific activities aiming to provide essential learning in the focus area. Participation in one or more core activities is integral to the achievement of learning outcomes for a focus area.
- **concluding activities** which can be implemented if previous core learning activities have involved discussion of personal or confronting issues.
- **extension activities** which are designed to take the theme further, if appropriate. They may be implemented with the whole class or with groups of students.

Focus areas are selected according to the needs of students.

The overview page for each theme provides teachers with *Things to look for*. *Things to look for* suggest ways that students may demonstrate achievement of the outcomes at that stage when learning about child protection. Teachers can use this section as a guide to making judgements about what their students know and can do.

Students with disabilities working towards achieving Stage 3 outcomes, may not be able to take part in some suggested activities because they have difficulties with mobility, communication or fine motor skills. Activities can be modified by asking students to sort pictures as a way of analysing or organising information, to record responses to questions on computer or use Compics to respond and to move equipment about on their desks rather than move themselves. Stick-on labels may be prepared to assist students complete worksheet activities.

## Syllabus objectives and outcomes

This document suggests activities to assist students to work towards achieving Stage 3 outcomes from the PDHPE K-6 syllabus for each of the three child protection education themes.

The following pages outline the relevant objectives and Stage 3 outcomes from the PDHPE K-6 syllabus on which the child protection education activities in this document are based.

The overview pages for each theme provide more information about the place of child protection education within the PDHPE syllabus.

Other documents have been developed for Stages 1, 2, 4 and 5.

If students are not yet ready to work towards achieving outcomes for a particular stage, or have already displayed competency at that stage, it may be necessary for teachers to plan activities from these other documents.

## Knowledge and understandings

Objectives	Stage 3 outcomes
<p>Students will develop knowledge and understanding about:</p> <p>ways in which individuals grow, change and develop</p> <p>how individuals develop and maintain positive relationships with others</p> <p>safe practices and responsibilities in relation to personal and community well-being</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• describe how personal growth follows a predictable sequence of change with rates varying among individuals</li> <li>• describe the effects of life changes on self-esteem</li> <li>• identify how feelings and the ways they are communicated can change</li> <li>• explain how positive relationships can be developed and maintained</li> <li>• describe how relationships can change</li> <li>• describe roles and responsibilities of members within different groups</li> <li>• describe the factors that can influence communication</li> <li>• identify individuals and services in the community that help protect their well-being</li> <li>• explain the responsibility they have for contributing to safe environments</li> <li>• explain basic first aid and emergency procedures in a variety of situations</li> </ul>

## Skills

Objectives	Stage 3 outcomes
Students will develop knowledge and understanding about: communicating effectively with others	Students should be able to: <ul style="list-style-type: none"> <li>• use communication skills appropriate to a variety of situations</li> <li>• present an argument with confidence</li> <li>• express how they feel when change occurs</li> <li>• use assertiveness skills when communicating</li> <li>• use negotiation skills in a range of contexts</li> </ul>
interacting positively with others and the environment	<ul style="list-style-type: none"> <li>• generate and abide by rules regarding safety and group conduct</li> <li>• use equipment and materials responsibly and safely alone and with others</li> <li>• respond to the ideas, feelings and values of others</li> <li>• offer assistance and encouragement to others</li> </ul>
decision-making in the context of developing healthy lifestyles	<ul style="list-style-type: none"> <li>• accept and act on personal or group decisions</li> <li>• accept responsibility for their decisions and resulting consequences</li> <li>• apply the decision-making process to a variety of situations</li> </ul>
problem solving as an individual and with others	<ul style="list-style-type: none"> <li>• clarify the nature of a problem, issue or challenge</li> <li>• form opinions based on an examination of relevant information</li> <li>• select the most appropriate solution to a health related problem</li> <li>• use a range of problem solving strategies</li> </ul>
esteem building for self and others	<ul style="list-style-type: none"> <li>• differentiate between components of self-esteem</li> <li>• select strategies to maintain positive self-esteem</li> <li>• respond to the self-esteem of others</li> </ul>

## Values and attitudes

Objectives	Stage 3 outcomes
Students will develop knowledge and understanding about:	Students should be able to:
a sense of their own worth and dignity as individuals	<ul style="list-style-type: none"> <li>• value themselves as they grow and change</li> <li>• appreciate that their physical, social, emotional and intellectual development are unique</li> <li>• value the qualities which make them unique</li> <li>• appreciate the need for developing a personal value system</li> </ul>
respect for the rights of others to hold different values and attitudes from their own	<ul style="list-style-type: none"> <li>• appreciate the similarities and differences between themselves and others</li> <li>• be sensitive to the needs, rights, feelings and efforts of others</li> <li>• accept that different people, groups and cultures will have both common and different values</li> <li>• reject forms of racism, sexism and prejudice</li> </ul>
a sense of belonging	<ul style="list-style-type: none"> <li>• appreciate the importance of family life</li> <li>• value positive relationships</li> <li>• appreciate the need to belong to various groups</li> <li>• value the need to work cooperatively</li> </ul>
a sense of responsibility for personal and community health	<ul style="list-style-type: none"> <li>• value the health and safety of themselves and others</li> <li>• defend the need for making personal decisions that enhance health</li> <li>• appreciate the need for shared responsibility and decision making</li> <li>• appreciate the need for safe practices in unsafe situations and environments</li> </ul>
a commitment to realising their full potential	<ul style="list-style-type: none"> <li>• accept change as part of growth and development</li> <li>• appreciate and accept that effort is needed to achieve results</li> <li>• value the need to pursue healthy lifestyles</li> </ul>

# Overview of content

## Growth and Development

### Self esteem

- basic needs
- similarities and differences
- strengths and limitations
- likes and dislikes
- feelings
- self-concept, self-confidence
- influences on self esteem
- body image and stereotyping
- setting goals
- confronting problems
- assertiveness



### The body

- body parts
- senses
- caring for the body

### Changes

- stages of the life cycle
- physical/social/emotional changes
- feelings about change
- changing friendships/relationships/feelings/  
environments/needs
- grief/loss/death
- coping with change

### Values

- personal/family/school/community/cultural values
- changing values

## Interpersonal Relationships

### Types of relationships

- special people and things
- relating to people of different ages
- support networks
- recognising and accepting differences
- roles, rights and responsibilities

### Families

- different types
- family importance
- family members/carers
- family changes
- roles and responsibilities

### Friends

- qualities of friends
- communicating with friends
- developing/maintaining/changing friendships
- peer influence

### Groups

- types of groups
- leadership/membership
- working with others
- cooperation and sharing
- changing groups
- peer support

### Qualities of positive relationships

- recognising individual needs
- expression of feelings
- caring and sharing
- liking and loving
- trust and love
- respect
- the role of power in relationships
- importance of non-violent relationships



## Communication

- in different ways
- listening skills
- communicating within family/groups
- expressing feelings
- barriers to communication
- assertiveness
- negotiation

## Personal Health Choices

### Making decisions

- decision-making process
- influence on decision-making
- reasons for choices/decisions
- risk taking and decision
- responsibility for consequences of decisions

## Safe Living

### Personal safety skills

- physical, social and emotional safety
- need to stay safe
- identifying hazards, safe/unsafe situations
- reducing and eliminating hazards
- identifying personal limitations
- developing support networks
- responding to unsafe situations
- assertiveness (NO GO TELL)
- rights and responsibilities
- influences on safety choices
- identifying safety organisations
- promoting safety awareness
- risk taking

